

GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

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GRADE 9 LANGUAGE ARTS CURRICULUM SPECIFICATIONS

The Language Arts Curriculum Specifications for Achievement Tests in Grade 9 were prepared in July, 1981, by a committee of classroom teachers, Language Arts consultants, and Alberta Education personnel, under the direction of the Curriculum Branch. These specifications were revised and validated in January, 1982. Alberta Education acknowledges with appreciation the contributions of the members of the Grade 9 Language Arts Committee.

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The two major criteria for the Grades 3 and 6 Language Arts Achievement Tests were used as the criteria underlying the *curriculum specifications* for the Grade 9 Language Arts tests. The criteria are:

1. to be based wholly on the *Program of Studies for Junior High Schools, 1978* (amended 1981),
2. to reflect the wholeness of the Language Arts program through integrating a taxonomy of levels of *thinking* with the various *communication skills*. These include the receptive components of listening, viewing, reading, and the expressive components of speaking and writing.

WEIGHTING FACTORS

Varied emphases are reflected in the system of weighting *frequency* (time spent) and *importance*.

1. Time Factor

The Curriculum Specifications Committee recommended frequency ratings from 5 (high frequency) to 1 (low frequency) comparable to the amount of time spent in class mastering the various *concepts* (e.g. Supporting Details) and percentage weightings on the Language Arts *skills* (e.g. Listening). When and where percentage weightings are given, a 10 percent range exists. For example, it is recommended that in Grade 9, 20 - 30 percent of class time be spent on *reading concepts* while a moderate amount of time be spent on *main idea* because it is categorized as a 3.

2. Importance Factor

The *importance* factor, separate from the *time* factor, is represented by the letters A, B, C, D as follows:

- A - Extremely important
- B - Very important
- C - Important
- D - Somewhat important

The objective *main idea* weighted 3B, therefore, means an average amount of time is spent on it (3) and it is very important (B).
[See Table 3]

For further clarification of *curriculum specification* concepts, readers should refer to the concept and skill statements in the *Program of Studies for Junior High Schools*, 1978 (amended 1981).

Table 1 outlines the percentage range of classroom time suggested for each of the communication skills. Table 2 outlines the time suggested for each of the taxonomic levels. Table 3 presents detailed *curriculum specifications*.

Table 1

Grade 9 Language Arts Total Curriculum

MODALITIES	PERCENTAGE RANGE
WRITING	25 - 35
READING	20 - 30
VIEWING	10 - 15
LISTENING	10 - 20
SPEAKING	10 - 20
TOTAL	100

Table 2

Grade 9 Language Arts

TAXONOMIC LEVELS	TIME WEIGHTING IN PERCENT
I. UNDERSTANDING	20 - 30
A. Recognizing and Recalling B. Inferring C. Interpreting D. Predicting E. Concluding	
II. APPLICATION	25 - 35
A. Locating and Organizing B. Classifying C. Synthesizing	
III. EVALUATION	25
A. Distinguishing B. Judging Appropriateness C. Judging Worth, Desirability, and Acceptability	
IV. APPRECIATION	15 - 20
A. Responding	
TOTAL	100

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
20 - 30%	I. UNDERSTANDING						
	A. <u>Recognizing and Recalling</u>						
	1. main idea	3B	x	x	x		
	2. supporting details	3C	x	x	x		
	3. vocabulary (e.g. contextual analysis [syntactic and semantic], phonetic, and structural)	2C	x	x	x		
	4. sequence	2C	x	x	x		
	5. direction (procedures)	2C	x	x	x		
	6. comparison and contrast	3B	x	x	x		
	7. classification	2C	x	x	x		
	8. relationships (e.g. cause and effect, between oral and written language)	4A	x	x	x		
	9. conventions of the language (e.g. mechanics, levels of usage)	2B	x	x	x		
	10. feelings and emotions	2C	x	x	x		
	11. structure of language (e.g. syntax)	2C	x	x	x		
	12. forms of literature (e.g. short story, science fiction)	2D	x	x	x		
	13. elements of the communicator's craft (e.g. mood, theme, plot, setting, auditory and visual imagery, character traits)	3C	x	x	x		

* Weighting code (based on what the teachers recommended):
Percentages represent *time spent*

**	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
	Extremely Important	Very Important	Important	Somewhat Important

***	5	4	3	2	1
	High Frequency	→			Low Frequency

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
	B. <u>Inferring</u>						
	1. main idea	3B	x	x	x		
	2. supporting details	3B	x	x	x		
	3. vocabulary (e.g. contextual analysis [syntactic and semantic], phonetic, and structural)	3C	x	x	x		
	4. sequence	2C	x	x	x		
	5. comparison and contrast	3B	x	x	x		
	6. classification	2D	x	x	x		
	7. character traits	3C	x	x	x		
	8. relationships (e.g. cause and effect, time and distance, between oral and written language)	4A	x	x	x		
	9. structure of language	2D	x	x	x		
	10. elements of the communicator's craft (e.g. purpose, point of view, mood, theme, plot, setting)	4B	x	x	x		
	C. <u>Interpreting</u>						
	1. nonverbal communication (e.g. facial expression/ voice quality)	2C	x	x			
	2. figurative language (e.g. simile, metaphor, alliteration, puns)	3C	x	x	x		
	3. feelings and emotions	3C	x	x	x		
	4. role of encoder and decoder (e.g. reader /writer, viewer/ illustrator, speaker/ listener)	3C	x	x	x		
	D. <u>Predicting</u>						
	1. predicting outcomes	3B	x	x	x		
	2. making projections	2B	x	x	x		
	E. <u>Concluding</u>						
	1. drawing conclusions	4A	x	x	x		
	2. making generalizations	4A	x	x	x		

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
25-35%	II. APPLICATION						
	A. <u>Locating and Organizing</u>						
	1. assembling information from a wide variety of sources (e.g. film, dictionary, bibliography, thesaurus, reference book, resource person)	4B	x	x	x	x	x
	2. identifying biases within various sources	3C	x	x	x	x	x
	B. <u>Classifying</u>						
	1. a wide variety of forms of expression (e.g. film, poetry, report, conversation)	2C	x	x	x	x	x
	2. information (e.g. outlining, ordering)	4B	x	x	x	x	x
	C. <u>Synthesizing</u>						
	1. formation of sensory images	3B	x	x	x	x	x
	2. manipulations of verbal and nonverbal language in increasingly complex forms or structures (e.g. precise words, varied sentence patterns)	4B	x	x	x	x	x
	3. use of language arts skills in widening contexts of expressed thought						
	a) in a variety of topics (e.g. consumerism, rodeos)	4B	x	x	x	x	x
	b) for a variety of purposes (e.g. to entertain, to persuade)	4A	x	x	x	x	x
	c) for a variety of audiences (e.g. peer group, readers of a newspaper)	3A	x	x	x	x	x
	d) in a variety of forms (e.g. creative composition, essays, debates)	4A	x	x	x	x	x

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
	e) in a variety of situations (e.g. class assembly, personal use)	4A	x	x	x	x	x
	4. use of language arts skills in other subject areas (e.g. social studies, science)	1B	x	x	x	x	x
	5. revision and edit	4A	x	x	x	x	x

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
25%	<p>III. EVALUATION</p> <p>A. <u>Distinguishing</u></p> <p>1. reality/fantasy 3B x x x x x</p> <p>2. fact/opinion 3B x x x x x</p> <p>3. plausibility/exaggeration 3C x x x x x</p> <p>4. biases 3B x x x x x</p> <p>B. <u>Judging Appropriateness</u></p> <p>1. structure of language 4B x x x x x</p> <p>(e.g. syntax, meaning)</p> <p>2. conventions of language 4B x x x x x</p> <p>(e.g. proofreading, volume, pitch, levels of usage, color)</p> <p>3. level of attention 2C x x x x x</p> <p>according to purpose</p> <p>4. adjustment of rate to 2C x x x x</p> <p>suit purpose</p> <p>C. <u>Judging Worth, Desirability, and Acceptability</u></p> <p>1. relevance and validity of 4B x x x x x</p> <p>ideas</p> <p>2. importance of acceptable 4B x x x x x</p> <p>social behavior</p> <p>3. expressed values 4B x x x x x</p>						

TIME WEIGHTING IN PERCENT*		IMPORTANCE** FREQUENCY***	LISTENING 15 - 25%	VIEWING 5 - 10%	READING 20 - 30%	SPEAKING 15 - 25%	WRITING 20 - 30%
15- 20%	IV. APPRECIATION						
	A. <u>Responding</u>						
	1. personal reaction to expressed thought	4A	x	x	x	x	x
	2. use of language						
	a) different forms and types of literature (e.g. print and nonprint, visual and verbal)	4B	x	x	x	x	x
	b) delights and pleasures of language	2A	x	x	x	x	x
	c) elements of communicator's craft (oral, written, and visual)	3B	x	x	x	x	x
	d) changes in individual and social values	3C	x	x	x	x	x

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